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ABSTRACT

This curriculum project is designed for high school classes in Spanish, social studies, or global studies. The project's lesson plan lists materials needed; poses seven key questions about Mexico and Monterrey; outlines background notes on Mexico; and provides a detailed, step-by-step procedure for classroom implementation during three days. Also provided are assessment activities, Internet resources, and a bibliographic item. (BT)

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Fulbright Curriculum Project

Title: Monterrey, La Ciudad Dorada/ Monterrey, The Golden City

Class: Spanish/Social Studies/Global Studies

Level: High School

Standards: Cultural

Materials: computer(s); maps; markers/crayons/colored pencils; ads from Monterrey's newspaper; pictures/slides/web pictures of Monterrey's terrain

Key Questions:

- What is the historical context of Monterrey's prosperity?
- What are the repercussions of Mexico's economic imbalance?
- How could wealth be redistributed throughout Mexico?
- Is industrialization the answer to Mexico's economic woes?
- What could be the effects of widespread industrialization?
- How can industrialization be made more affordable in the poorer regions of the south?
- Besides industrialization, what other steps can be made to improve the Mexican economy.

Background Notes:

A. 19th Century Economic Growth in Mexico

✎ Northern Mexico fell into the orbit of the U.S. before Texas' independence from

✎ Mexico's proximity to the U.S. border is responsible for the relative prosperity of Monterrey and northern Mexico.

✎ 1820's - cotton trade
northern domination of trade by "Yankee" traders
trade interest stimulated by higher cotton and silver prices in Mexico

✎ 1850's - modest trade sustained between Texas and Northern Mexico

✎ 1860's - blossoming trade
vigorous movement of cotton
Northeastern Mexico was vital to the confederacy for wheat animals corn and lead.

Mexico served as a conduit for European goods.

B. Labor:

- Mexican labor built south Texas and helped fuel economic growth because it provided cheap labor.

- Migration mainly from 1850-1920.

- Most migration occurred in 1910. By 1900, seventy-five percent claimed Texas as their home, resulting in discrimination and prejudice, the relegation of Mexican populations to southern and western parts of the state.

- Northward migration continued due to low wages, oppressive conditions in Mexico by the hacendados.

- Cattle farming, the expansion of the railroad, and the opening of land for growing cotton fueled migration during the 1860's and 1870's.

- During the 19th century, there was no clear border, and the artificial boundaries disappeared.

- Labor demands continued to extend northward.

Day 1:

Topic: What is Monterrey like?

L.O. : Students will use weather and geographical terms to locate and describe Monterrey.

1. Students will locate Monterrey on a map of Mexico in response to directional terms given in Spanish (e.g. al norte/sur/este/oeste de).

2. Students will tell where Monterrey is located by state (e.g. Está en Nuevo León.)

3. Students will go to a website about Monterrey.

4. Students will tell why Monterrey is called Monterrey (e.g. por las montañas).

5. Students will name the mountains in Monterrey.

6. Students will hypothesize the possible effects of the mountains on weather in Monterrey.

7. Students will describe Monterrey's general weather pattern. (This may provide teacher and students an opportunity to review weather terms in Spanish class.)

8. Students will visit a weather site to look at Monterrey's weather forecast for the week.

9. Students will record weather patterns on a weather chart. (A map could be used here.)

10. For homework, students will brainstorm and list the effects of weather on agriculture, housing, dress, and trade in the present and during the 1800's.

Day 2

L.O. Students will identify products/commercial goods found in Monterrey.

1. Students will prepare a list of products that they think they would find in Monterrey. (Students should brainstorm in groups of four. They should be encouraged to base their responses on the previous night's homework, as well as their knowledge of the fact that Monterrey is a city.)

2. Students, in groups, will look at photos of products sold or otherwise found in Monterrey.

3. Students will list and categorize products.

4. Students will identify the products that they would think the people of Monterrey would find most useful.

5. Students will tell why they made those choices, determining how much of a role advertising influenced their choices and those of the people of Monterrey.

6. Students will explain why advertising is so important in Monterrey.

7. Students will discuss what the products tell them about commerce in Monterrey.

8. Students will pretend that they are inhabitants of Monterrey. They will take a survey of product choices.

9. For homework: Students will create a bar graph and a pie chart of product preferences.

Day 3

L.O. Students will investigate the reasons for economic growth and prosperity in Nuevo León (Monterrey) during the mid to late 19th century.

1. Students will be divided in groups of four and each student will be assigned a trade map of Mexico dated 1820, 1840, and 1860).

2. Students will examine maps of Mexico and Texas and trace the Texas/Mexico border as well as the trade routes for cotton, wheat, animals, corn and lead.

3. Students will compare and contrast trade route maps.

4. Students will examine statistics comparing the trade of cotton during the 1820's and 1860's.

5. Students will brainstorm the possible reasons for the drop in production of cotton.

6. Students will explain why wheat, animals, corn and lead replaced cotton.

7. For homework, students will graph the difference in production for the years 1820 and 1860.

Assessment: In light of our discussions and research, write an essay explaining why Monterrey is a "rich" city. Include Monterrey's history. Also research the present per capita income of Nuevo León to support your work.

Internet Resources:

1. www.lib.utexas.edu/maps/historical/history_texas.html

2. www.tradepartners.gov.uk/mexicogh.
www.un.org/esa/ftd/MonterreyBrochure.htm(geography)

5. www.utexas.edu/utpress/excerpts/exmorbor.html

6. webdesk.com/monterrey-mexico

7. sites.state.pa.us/PA-Exec/GovPress-Releases/99

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